

Models of Team Interaction

Rush, D. and Shelden, M. (2001)

	Multi-disciplinary	Inter-disciplinary	Trans-disciplinary	Primary Coach Model
Assessment	Team members conduct separate assessments.	Team members conduct separate assessments.	Team members and family conduct joint assessment.	Fewest number of service providers needed participate in the assessment based upon improving the child's participation across activity settings and learning opportunities.
Parent Participation	Parents meet with team members individually.	Parents meet with entire team or a representative of the team.	Parents are full, active members of the team.	Parents and other care providers are equal team members.
Service Plan Development	Team members develop separate, discipline-specific plans.	Team members develop separate, discipline-specific plans but share them with each other.	Team members and family develop joint plan based on family priorities, needs, and resources.	Outcomes/goals are developed based on improving the child's participation across activity settings and learning opportunities.
Service Plan Responsibility	Team members are responsible for their discipline-specific plan.	Team members share information with each other about their part of the plan.	Team members are jointly responsible and accountable for how the primary service provider implements the plan.	Team members are jointly responsible and accountable for how the primary service provider implements the plan.
Service Plan Implementation	Team members implement their discipline-specific plans.	Team members implement their portion of the plan and incorporate other sections where possible.	A primary service provider implements the plan with the family.	Team members provide coaching to the PSP to effectively implement the plan across activity settings and care providers.
Lines of Communication	Informal.	Occasional case specific staffing.	Regular team meetings to exchange information, knowledge, and skills among team members.	Ongoing interaction among team members for reflection and sharing occurs beyond scheduled meetings.

Guiding Philosophy	Team members recognize importance of information from other disciplines.	Team members are willing to share and be responsible for providing services as part of the comprehensive service plan.	Team members commit to teach, learn, and work across traditional discipline lines to implement a joint service plan.	Service and care providers engage in learning and coaching to develop the necessary expertise to improve the child's participation across activity settings and learning opportunities.
Staff Development	Independent and discipline specific.	Independent within and outside of own discipline.	A critical component of team meetings for learning across discipline boundaries and for team building.	Team members implement an annual team development plan to identify any gaps in skills and knowledge and improve expertise across disciplines.

Adapted from:

Woodruff, G. & McGonigel, M.J. (1988). Early intervention team approaches: The transdisciplinary model. In J.B. Jordon, J.J. Gallagher, P.L. Huntinger, & M.B. Karnes (Eds.), *Early Childhood Special Education: Birth to Three* (pp. 163-182). Reston, VA: Council for Exceptional Children and the Division for Early Childhood.